
Arts

Interdisciplinary Studies

Concordia University Loyola Campus

Faculty of Arts and Science





CENTRE FOR INTERDISCIPLINARY STUDIES

LOYOLA CAMPUS

COURSE GUIDE

1976-77

This course guide has been prepared months in advance of the 1976-77 academic year. All information, apart from the regulations as set out in the 1976-77 Calendar, is tentative. The particular content and method used in any one course is usually dependent upon the background and interest of the professor teaching the course. At the time of going to press, it is impossible to predict which professor will be assigned to which course.

Hence, it is best to regard this brochure as a description of how the courses were taught last year and how they might be taught this year. Students are advised that the choice of text is subject to change without notice.



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OFFICES

6937 Sherbrooke Street West

Rooms 22 and 30

Telephone: 482-0320 loc. 477, 478 and 517

DIRECTOR

Dr. M. G. Hogben

SECRETARY

Mrs. K. Anderson

PROGRAMME CO-ORDINATORS

3

Canadian Studies

	Room	Telephone
(1975-75) Elspeth Cameron, Ph.D. (McGill)	CH-23C	loc. 517
(1974-75) English Department		

Recreation and Leisure Studies

(1975-76) Alex Wright, M.Sc. (Springfield)	CH-23C	loc. 517
(1974-75) Bio-Physical Education Department		

Self-Elected Specialization

(1975-76) Michael Hogben, Ph.D. (Alberta)	CH-22C	loc. 478
Interdisciplinary Studies/Chemistry and		
Victor O'Connell, Ph.D.	CH-30B	
Sociology/Interdisciplinary Studies		
(1974-75) Michael Hogben, Ph.D. (Alberta)		
Interdisciplinary Studies/Chemistry		

Medieval Studies

(1975-76) Robert Coolidge, M.A. (Cal.-	CH-16C	loc. 459
(1974-75) Berkeley), History Department		

Social Responsibility in Science

(1975-76) Jeffrey Crelinsten, M.Sc. (Toronto)	CH-30C	loc. 517
Interdisciplinary Studies		
(1974-75) Michael G. Hogben, Ph.D. (Alberta)		
Chemistry/Interdisciplinary Studies		

Third World Studies

(1975-76) Lance Evoy	CH-30C	loc. 517
Interdisciplinary Studies and		
Ronald Duffy		
Interdisciplinary Studies/Geography		
(1974-75) Michael Mason, Ph.D. (Birmingham)		
History Department and		
Robin Porter, M.A. (McGill)		
History Department		

Women's Studies

(1975-76) Allannah Furlong, M.A. (Laval)	CH-22A	loc. 517
Interdisciplinary Studies		
(1974-75) Susan Drysdale, Ph.D. (Louisiana State)		
Sociology Department		

ADVISORY COMMITTEE

4

1974-75

Donald Boisvert
Student

Linda Hallett
English Department

Jeffrey Crelinsten
Interdisciplinary Studies

Robin Porter
History Department

Michael Hogben
Chairman of the Committee
Chemistry Department
Director, Interdisciplinary Studies

Gail Valaskakis
Communication Arts Department

Jack McGraw
Philosophy Department

Jan Ravensbergen
Student

1975-76

Gerry Dewey
Sociology Department

Jack McGraw
Philosophy

Barry Felson
Student

Victor O'Connell
Sociology Department
Assist. Director, I. D. S.

Gloria Hickey
Student

Paul Widden
Biology Department

Michael Hogben
Chairman of the Committee
Chemistry Department
Director, Interdisciplinary Studies

Objectives

To accept the challenge implicit in living in a world where specialization can so easily be synonymous with narrowness of vision. This narrowness can be overcome if the specialist is able to see the interconnection between all fields of endeavor. Interdisciplinary Studies attempts to integrate knowledge, providing the specialist with a perspective which one discipline alone cannot give. Our primary aim, therefore, is to work with specialists and specialization rather than to provide a substitute for them.

1. We hope to achieve this objective through individual courses in Interdisciplinary Studies which are of high academic quality and are offered to students on an elective basis.
2. This process of integration can also be achieved through a minor, i.e. 24 credits in a particular field which may be complementary to an existing Major, Specialization or Honours programme. Such a minor permits a more exhaustive treatment of an area than does an individual course, and may entail taking courses offered through departments in addition to one or more seminars in Interdisciplinary Studies.
3. We must also construct programmes which constitute 'neglected areas' of curriculum, neglected because they do not fit neatly into any one department. Many of these programmes concern areas which have become important recently, i.e. after the evolution of the more traditional disciplines. Thus we have programmes in Canadian Studies and in Recreation and Leisure Studies. This objective is achieved through the coordination of existing courses in departments together with one or more seminars in Interdisciplinary Studies. Each programme will have its own coordinator and counselling service.
4. We hope to assist those students whose areas of interest, although truly academic, are not catered to in any single department or programme. A SELF-ELECTED SPECIALIZATION programme has been designed whereby a student may, in close consultation with the Director of Interdisciplinary Studies and other qualified faculty, submit his/her own programme consisting of ten existing courses from various departments. Care is taken that such programmes constitute a coherent whole both by the selection of courses and by the possible addition of a tutorial whereby the student in question integrates his/her knowledge under the direction of one faculty member. Students are accepted into a Self-Elected Specialization programme only after the Centre is satisfied that no other department can adequately cater to his/her academic aspirations.

Note: Students should register with the Centre for Interdisciplinary Studies if they intend to pursue any of the following programmes or minors.

DEGREE PROGRAMMES

Leading to a Bac Spécialisé in the following areas:

Coordinator

- | | |
|------------------------------------|--------------------|
| 1. Canadian Studies | Dr. E. Cameron |
| 2. The Self-Elected Specialization | Director of I.D.S. |
| 3. Recreation and Leisure Studies | Prof. A. Wright |

Requirements leading to a Bachelor of Arts with specialization in ... title of chosen specialization ... (Interdisciplinary Studies)

Students may apply to pursue a Self-Elected Specialization by submitting in writing a statement of the proposed programme. There is no limitation on the subject-matter of the proposal. The proposal should, however, contain the following information:

- a) A title of proposed area of specialization
- b) A personal statement of purpose in taking such a programme
- c) A list of ten or more courses directly related to the title and totalling 60 credits over a three-year period.

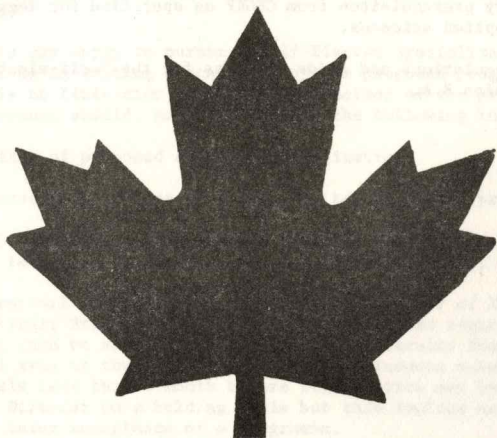
This proposal should be submitted to the Director of Interdisciplinary Studies as early as possible before registration. It will then be examined by a Committee of Faculty from the general area of the student's interest. Students submitting proposals less than a month before registration may be admitted by the Director on a holding basis but this implies no guarantee of any later acceptance of a programme.

The following guidelines should help a student in constructing a valid set of courses in the area of his/her specialization.

1. The title or theme of the proposed area of specialization must be interdisciplinary, i.e., it must contain a coherent perspective that cuts across at least three traditional disciplines.
2. A student must maintain a 70% average in those courses proposed in setting up the programme. Failure to meet this requirement will prohibit the student from entering the second and third years of study.
3. The programme must include at least four courses (24 credits) falling within a single discipline - hereafter called the foundation discipline. These courses must include some of the "core" courses towards a major in that discipline. This practice is not only sound pedagogy but has added significance in that a student failing to maintain a 70% average can then transfer to the department of the foundation discipline and still continue towards a major or Bac Spécialisé in that field.
4. In the first two years, the student must take INTE 312Z Introduction to Methods (6 credits) unless exempted by the director.
5. In the final year, the student must enroll in INTE 550Z, (6 credits) the Self-Elected Specialization Tutorial.

Requirements for a B.Sc. with a "self-elected" specialization in ... "title of chosen specialization" ... (Interdisciplinary Studies)

1. Normal entry prerequisites from CEGEP as specified for degrees in pure and applied sciences.
2. The same regulations and guide lines as for the "self-elected" specialization B.A.



The Canadian Studies Programme at Loyola Campus was established in 1972. This relatively new interdisciplinary programme offers students a wide range of courses with Canadian content. Students taking courses within the programme receive individual counselling at each stage of their work. Opportunities for contact with the faculty are much greater than would be possible in the ordinary B.A. Programme. The Canadian Studies Programme is flexible; students may emphasize a certain area within the Canadian field (e.g. Quebec, Native Peoples of Canada, Montreal, The Far North).

Aims of the Programme

The Canadian Studies Programme seeks to give students a better understanding of the diverse origins and multi-faceted character of Canada. Understanding Canada better through various disciplines, the graduates may wish to proceed towards higher degrees in Canadian Studies elsewhere, or they may seek employment in jobs which require such understanding. Students graduating from this programme will hold a B.A. degree with a specialization in Canadian Studies (Interdisciplinary Studies).

Departmental Representatives

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Communication Arts	M. Gervais
Economics	N. Islam
English	E. Cameron
Etudes Françaises	A. Lauzière
Fine Arts	G. Gross
Geography	
History	M. Vipond
Political Science	E. Price
Sociology	
Theology	

Selection Rules

1. History 303A³ and 305B³ or History 306Z⁶.
2. English 454Z⁶ or English 333A³ and 335B³.
3. 6 credits in French language at a level to be determined by the French Department, section de langue, from the following list:
If a student is placed at the elementary level - FRE 300Z, 301Z or 302Z;
If a student is placed at the intermediate level - FRE 303F, 305S;
If a student is placed at the advanced level - FRE 336Z.
4. Interdisciplinary Studies 312Z Introduction to Methods.
5. Geography 420Z.
6. Interdisciplinary Studies 511/513.

Requirements for a B.A. with Specialization in Canadian Studies (Interdisciplinary Studies)

Courses totalling 60 credits selected from the list of courses with Canadian content incorporating the six selection rules listed above.

Requirements for a B.A. with a Major in Canadian Studies (Interdisciplinary Studies)

Courses totalling 42 credits selected from the list of courses with Canadian content incorporating the six selection rules listed above.

I English

- 454Z⁶ Introductory Survey of Canadian Literature (Major and Honours students)
 333A³ Canadian Literature I (Poetry)
 335B³ Canadian Literature II (Fiction)
 363Z⁶ Canadian Criticism, Thought and Controversy
 456A/B³ Advanced Studies in Canadian Literature

II Etudes Françaises

- 359A³ Le Roman québécois
 361B³ Le Roman québécois
 363A³ Poésie, théâtre et conte français du Québec: Le patriotisme littéraire
 365B³ Poésie, théâtre et conte français du Québec: Voix de l'homme et du monde
 367A³ Poésie et théâtre française du Québec: L'interrogation spirituelle et charnelle
 369B³ Poésie et théâtre française du Québec: Voix du pays réinventé
 396A/B³ Littérature comparée
 501A³ Quebec Literature (In English)
 503B³ Quebec Literature (In English)
 571A³ Civilisation Française: ses rapports avec le Québec
 573B³ Civilisation Française: ses rapports avec le Québec
 577B³ Histoire et mouvement des Idées au Québec
 596Z⁶ Littérature Comparée (française et anglaise)

III History

- 303A³ History of Canada - Pre-Confederation
 305B³ History of Canada - Post-Confederation
 306Z⁶ History of Quebec
 307A/B³ The Indian in Canadian History
 308Z⁶ Native Peoples of Canada
 402Z⁶ Approaches to Canadian History
 403A³ Interpretations of Canadian History
 404Z⁶ Protest Movements in Canada Since Confederation
 405B³ The Ideology of French Canada
 407A³ History of Montreal
 409B³ History of the Canadian North
 417A³ Canada Views the U.S.
 419B³ A Literary History of Twentieth-Century Canada
 502Z⁶ Problems in Canadian Intellectual History
 504Z⁶ The City in Canadian History
 506Z⁶ Canada in the 1920's and 1930's

IV Political Science

- 320Z⁶ Canadian Government and politics
 373B³ Nationalism, the Canadian Experience
 420Z⁶ Parties, Pressure Groups and Public Opinions
 424Z⁶ An Introduction to Law and the Canadian Constitution
 428Z⁶ Public Administration
 520Z⁶ Seminar on Quebec Government and Politics
 524Z⁶ Seminar on Canadian Federal, Provincial and Municipal Governments

V Geography

- 420Z⁶ Geography of Canada
 460Z⁶ Geography of Northern Lands
 473B³ Historical Geography of North America

VI Sociology

- 302Z⁶ Canadian Society
 304Z⁶ Quebec Society
 410Z⁶ Social Movements in Quebec
 427B³ Sociology of Labour and Capital in Quebec
 504Z⁶ Sociology of Economic Change in Quebec

VII Economics

- 338Z⁶ Contemporary Economic Issues
 504Z⁶ Economic Development of Canada
 540Z⁶ Economic Social Welfare

VIII Theology

- 569Z⁶ Canadian Church History

IX Fine Arts

- 351B³ Canadian Theatre
 431A³ Drama - Quebec Theatre
 N-444⁶ The Arts in Canada

X Communication Arts

- 528Z⁶ Broadcasting Policy in Canada
 455B-103 The Canadian Cinema

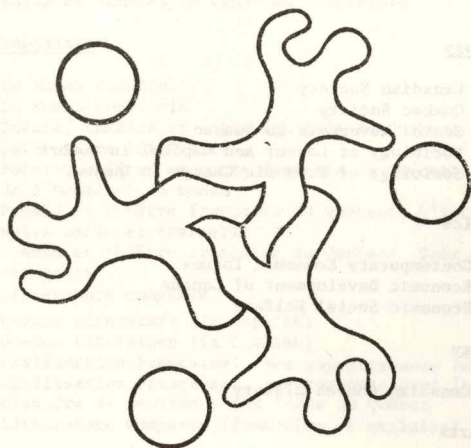
XI Interdisciplinary Studies

- 326Z⁶ Alienation - English and French Canadian Literature
 411A³ Selected Topics in Canadian Studies
 413B³ Selected Topics in Canadian Studies
 511A³ Canadian Studies Seminar
 513B³ Canadian Studies Seminar

Students are advised to consult with Dr. E. Cameron (English Department) in formulating their programme.



RECREATION AND LEISURE STUDIES



Recreation and leisure service is a basic social and cultural need, and is concerned with the inter-relationships among people in their environment. A great deal of money is poured into recreation at all governmental levels, leading to a pressing need for people to administer and develop programmes at the necessary standards of sophistication.

The aims of this programme are two-fold:

- A. The programme aims to be a firm background for those students interested in a career in recreation and leisure services. Graduates should have the potential to find jobs at the senior administration level in managing, coordinating, programming and counselling rather than instructing.
- B. The programme aims to provide an academic base for those students who foresee the increasing academic enquiry into the problems derived from recreation and leisure within the work ethic. Social changes such as the shorter working week, earlier retirement and the availability of second careers make it increasingly difficult to draw the necessary distinction between leisure and work.

The programme draws from the departments of Bio-Physical Education, Etudes Françaises, Interdisciplinary Studies, Philosophy, Psychology, Sociology and the Faculty of Commerce.

Requirements

Both required and elected courses within the Social Science and Applied Recreation options should be chosen in consultation with the coordinator.

Additionally, it will be required that students must maintain a 65 per cent average in all courses in the programme in order to continue into the second and third year of their studies.

Upon completion of all the requirements the students will receive a B.A. with specialization in Recreation and Leisure Studies (Interdisciplinary Studies).

Programme

This programme is in three parts:

1. Foundation - Compulsory (42 credits)
2. Social Science Components (24 credits) electing either:
 - A - Sociology
 - B - Psychology - 1
 - C - Psychology - 2
3. Applied Recreation Component (24 credits) electing either:
 - X - Administration
 - Y - Programming

Faculty Representatives

A. Wright	Bio-Physical Education
L. Boyle	(Assoc. Dean) Faculty of Commerce
M. Hogben	Interdisciplinary Studies
M. Shames	Psychology
C. Gray	Philosophy
	Sociology

Courses

1. Foundation

BIOP 341B Recreation and Leisure
 BIOP 361Y Principles and Techniques
 BIOP 442Z Principles of Recreational Services
 BIOP 526Z Organization and Administration
 BIOP 560Z Practicum
 6 credits in French language at a level to be determined by the French Department, section de langue from the following list:
 If a student is placed at the elementary level - FRE 300Z, 301Z, 302Z.
 If a student is placed at the intermediate level - FRE 311A must be taken first and followed by one of: FRE 305S, 309B or 306B.
 PHIL 372Z Philosophy of Man
 INTE 560Z Recreation and Leisure Seminar

2. Social Science Component

Choose either A, B, or C

A Sociology

SOCI 300Z Systematic Sociology
 SOCI 400Z Methodology of Sociology

Select two from:

SOCI 402Z Social Psychology
 404Z Sociology of Urban Regions
 406Z Social Stratification
 500Z Contemporary Social Theory
 502Z Sociology of Work

B. Psychology - 1

PSYC 200Z Introductory Psychology or 300Z Historical Approach to Systematic Psychology
 301B Statistics
 303A Research Methods

Select two from:

PSYC 302Z Human Motivation
 304Z Developmental Psychology
 402Z Social Psychology
 406Z Community Psychology

C Psychology - 2

PSYC 200Z Introductory Psychology or 300Z Historical Approach to Systematic Psychology
 301B Statistics
 303B Research Methods

Select two from:

PSYC 310Z Learning
 (313A Anatomical and Physiological Bases of
 (315B Motivation and Emotion I and II
 414Z Physiological Psychology

3. Applied Recreation Component

Choose either X or Y

X Administration - 24 credits from:

MAN 266
 MAN 213
 MARK 213A Foundations of Marketing
 MARK 350B Decision Making in Marketing
 ACCO 213 Financial Accounting
 ACCO 218
 FIN 314
 FIN 315 Financial Management
 ECON 300Z Principles of Economics

Y Recreation Programming -24 credits from:

BIOP 311A: Introduction to Motor Learning
 313B: Motor Learning and Human Performance
 410Z: Methods and Materials in Physical Education and Recreation
 433B: Health Problems
 470Z: Scientific Foundations of Outdoor Education
 501B: Rehabilitative Physical Education and Recreation
 512Z: Advanced Methods and Materials
 531B: Preventive Medicine and Geriatrics

Notes

A - means a one-semester course in the first term - 3 credits
 B - means a one-semester course in the second term - 3 credits
 Z - means a two-semester course - 6 credits
 Some course titles have been abbreviated.
 PSYC 300 is a prerequisite for any PSYC 400 level course.
 Option C is strongly recommended for students taking Option Y.

DOUBLE MAJOR IN RECREATION AND LEISURE STUDIES AND EITHER
PSYCHOLOGY OR SOCIOLOGY

Programme Outline

1. Major in Psychology or Sociology (42 credits).
2. Major in Recreation and Leisure Studies (51 credits).

A. Foundation. 27 credits

BIOP 341B Recreation and Leisure
BIOP 442Z Principles of Recreational Services
BIOP 526Z Organization and Administration
BIOP 564Z Recreation Internship
PHIL 372Z Philosophy of Man

B. Applied Recreation Component.

Choose X or Y

X - Administration - 24 credits from:

MAN 266
MAN 213
MARK 213 Foundations of Marketing
MARK 350 Decision Making In Marketing
ACCO 213 Financial Accounting
ACCO 218
FIN 314 Financial Management I
FIN 315 Financial Management II
ECON 300Z Principles of Economics

Y - Recreation Programming - 24 credits from:

BIOP 311A Introduction to Motor Learning
BIOP 313B Motor Learning and Human Performance
BIOP 410Z Methods and Materials in Physical Education and Recreation
BIOP 433B Personal and Community Health Problems
BIOP 470Z Scientific Foundations of Outdoor Education
BIOP 501A Adapted, Physical Education and Recreation
BIOP 512Z Advanced Methods and Materials
BIOP 531B Preventive Medicine and Geriatrics



MINORS

Coordinator

- | | |
|-------------------------------------|---------------------------------|
| 1. Canadian Studies | Dr. E. Cameron |
| 2. Environmental Science | |
| 3. Medieval Studies | Prof. R. Coolidge |
| 4. Social Responsibility in Science | Prof. J. Crelinsten |
| 5. Third World Studies | Prof. R. Duffy
Prof. L. Evoy |
| 6. Women's Studies | Prof. A. Furlong |

MINOR IN CANADIAN STUDIES

The minor is to be taken supplementary to a major, specialization or honours in another department.

Courses totalling 24 credits selected from the list of courses with Canadian content according to the following rules:

1. History 303A³ and 305B³ or History 306Z⁶.
2. English 454Z⁶ or English 333A³ and 335B³.
3. 6 credits from any discipline other than History or English.
4. Canadian Studies Seminar Inte. 511A³ and 513B³. In each half course two professors from different disciplines discuss a common theme or problem with students.



MINOR IN ENVIRONMENTAL SCIENCE

There is a growing awareness of the vital necessity to understand man's relationship to and effect upon the environment. This minor would enable the students to deepen both their social concern and their scientific understanding of the problems involved.

Environmental courses already exist in Biology, Chemistry, Geography and Interdisciplinary Studies.

Requirements

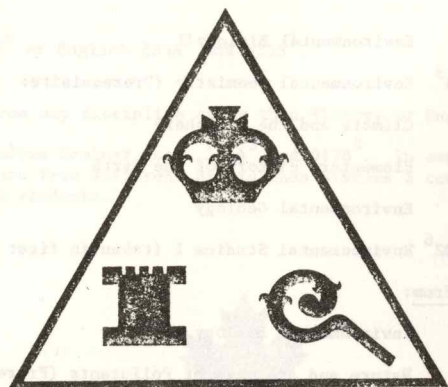
Biology 331A ³	Environmental Biology I
Chemistry 411A/B ³	Environmental Chemistry (Prerequisite: Chemistry 112)
Geography 311A ³	Climate and the Biosphere
Geology 202B ³	Elementary History of the Earth
Geology 205A ³	Environmental Geology
Interdisc.St.330Z ⁶	Environmental Studies I (taken in first or second year)

Plus 6 credits from:

Biology 333B ³	Environmental Biology II
Chemistry 541A ³	Nature and Analysis of Pollutants (Prerequisites: Chem 342 and 344)
Geography 400Z ⁶	Biogeography (Prerequisites: Geog 300, or 311 and 313)
Geology 207A ³	Geology of Resources
Geology 221B ³	Physical Oceanography

After completion of all requirements the students will, on graduation, receive on their transcripts "Minor in Environmental Science" (Interdisciplinary Studies).

It is to be understood that science students will be exempted from the required courses in their own discipline. They must make up these credits in courses outside their own discipline from the optional courses.



MINOR IN MEDIEVAL STUDIES

The purpose of this programme is to give students a broad knowledge of the middle ages as a period in which many of the most important ideas, institutions, value systems, and modes of creative expression in Western civilization arose and developed significantly toward their present forms. Students will be encouraged to relate the insights of various disciplines to each other and to gain an environmental view of human experience in this period.

The courses in the programme are given by the Departments of History, English, Modern Languages, Etudes Françaises, Philosophy, Theological Studies, Classics, Political Science, and Fine Arts. An interdisciplinary seminar is also given by the Centre for Interdisciplinary Studies, for students in their third year. In addition, a number of courses at Sir George Williams may be taken as alternatives to those given at Loyola. Other courses which concern the medieval period, in these and other departments, will be added when they are established. The minimum requirement for a minor is four courses.

Faculty

R. Coolidge	History
S. Casey	Classics
A. Costanzo	Modern Languages
H. Famira	Modern Languages
A. Hooper	English
E. Joos	Philosophy
G. Laurion	Etudes Françaises
J. Macaluso	Modern Languages
R. Monaghan	English
M. Philmus	English
R. Wareham	English

Requirements

1. Selection of 18 credits dealing with the Medieval World from at least two departments other than that of the student's Honours or Major Programme. This selection will be made in close consultation with the Coordinator. Such courses may be selected from the following list:-

Classics

- 436Z⁶ Continuity and Change: An Intellectual History of the Late Roman Empire
 492Z⁶ Late Latin

English

- 409A³ Chaucer
 411B³ Chaucer
 410Z⁶ Masterpieces of English literature written before 1603
 412Z⁶ Medieval Literature
 501Z⁶ Anglo Saxon
 503B³ Middle English

Etudes Françaises

532Z⁶ Littérature du Moyen Age

History

330Z⁶ History of Medieval Europe430Z⁶ Readings in Medieval History530Z⁶ Priesthood and Politics in the Middle Ages

Interdisciplinary Studies

421A³ Selected Topics in Medieval Studies423B³ Selected Topics in Medieval Studies

Italian

440Z⁶ Dante500Z⁶ Literature of the Middle Ages

Spanish

500Z⁶ Literature of the Middle Ages

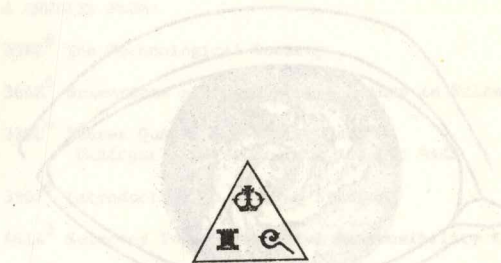
Philosophy

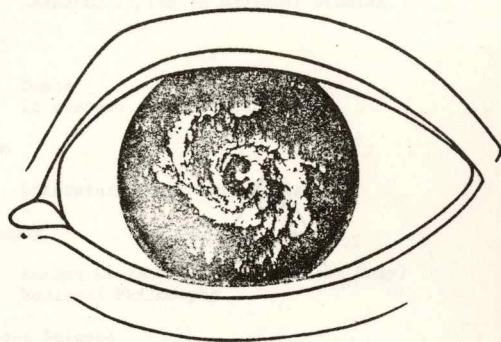
400Z⁶ Author Course (Medieval Authors Only)420Z⁶ Medieval Philosophy

Political Science

393B³ Roman, Medieval, and Renaissance Philosophy

Theological Studies

563A³ Religion and Society in the Early Middle Ages563B³ Religion and Society in the Later Middle Ages2. Participation in Medieval Studies Seminar (INTE 520Z⁶) in third year.



MINOR IN SOCIAL RESPONSIBILITY IN SCIENCE

This programme is concerned with developing an awareness of the social and moral dimensions of science. It is designed for arts students who wish to examine the role of science as a potent social force, and for science students who find it necessary to understand the social context of their discipline. The programme coordinates social studies of science and technology with studies of their practical applications.

Requirements

Selection of 24 credits or their equivalent from the following groups: (in close consultation with the co-ordinator).

A. AT LEAST 6 CREDITS FROM:

- Int. St. 336Z⁶ The Technological Society
- Int. St. 364Z⁶ Scientists and the State - *Issues in Science and Politics*
- Int. St. 370Z⁶ "Three Quarks for Muster Mark"
Dialogue between Science and the Arts
- Int. St. 390Z⁶ Introduction to Futures Studies
- Int. St. 461A³ Selected Topics in Social Responsibility in Science
- Int. St. 463B³ Selected Topics in Social Responsibility in Science
- Phil. 331Z⁶ Philosophy of Social Science

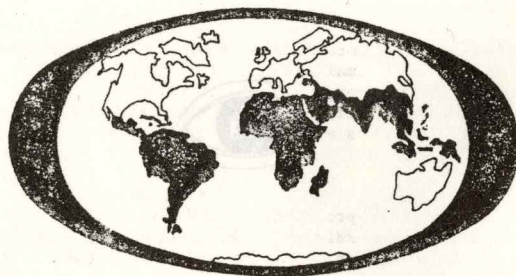
B. AT LEAST 6 CREDITS FROM:

- Int. St. 330Z⁶ Environmental Studies I
- Biol. 331A³ Environmental Biology
- Biol. 333B³ Environmental Biology
- Biol. 434Z⁶ Ecology
- Chem. 411B³ Environmental Chemistry
- Chem. 541A³ Nature and Analysis of Pollutants
- Comp. Sc. 301B³ Computers in Society

C. INTERDISCIPLINARY STUDIES 460Z⁶ Science and Cultural Crisis

J. Crelinsten	Interdisciplinary Studies
S. Drysdale	Sociology
M. Hogen	Interdisciplinary Studies
C. Kalman	Physics
M. Mason	History
D. O' Connor	Philosophy
R. Pallen	Chemistry
R. Porter	History





MINOR IN THIRD WORLD STUDIES

The aim of the programme is to draw students' attention to courses offered at Loyola Campus dealing with contemporary Africa, Asia and Latin America, and to encourage students to consider the study of these areas in more than a single discipline. The programme itself is not structured in such a way that courses are organized in an interlocking sequence leading students in a linear progress from introduction to conclusion. All students are, however, required to participate in the Introductory Seminar and the Advanced Seminar in order to obtain formal recognition that they have participated in the programme. It is anticipated that these seminars will provide the student with both a historical and an analytical framework which will allow him or her to identify common themes in the wide range of courses offered in connection with the programme.

The programme does not replace the normal disciplinary orientation of the University. Rather, it permits an interdisciplinary approach within the framework of normal departmental requirements for graduation. Thus students formally enrolled in the Third World Studies Programme will major or honour in one of its constituent disciplines but will have their participation in Third World Studies noted on their university documents as "Minor in Third World Studies".

Requirements

Students enrolled in the programme will be required to take an introductory course, Interdisciplinary Studies 350Z⁶, together with 18 credits selected from at least two of the disciplines listed below.

Interdisciplinary Studies

- 350Z⁶ An Introduction to the Third World
- 450Z³ Third World Studies Seminar
- 451A³ Selected Topics in Third World Studies
- 453B³ Selected Topics in Third World Studies

Economics

- 307B³ The Chinese Economy
- 401A³ Theories of Economic Growth
- 403B³ Planning for Economic Growth

Geology (Geography)

- 440Z⁶ The Third World
- 450Z⁶ The Geography of the Far East

History

- 372Z⁶ History of Modern China
- 373A³ History of Modern Japan
- 375B³ History of Modern India

History Cont'd

- 376⁶ Introduction to the History of Africa
 471A³ Colonialism and Neo-Colonialism in Africa: Struggles for
 Liberation in Africa
 473B³ Africa and the Caribbean
 570Z⁶ East Asia Today
 572Z⁶ South Asia Today (India and Vietnam)
 576Z⁶ Imperialism and Revolution in the Third World

Political Science

- 441A³ Contemporary Politics of China
 443B³ Contemporary Politics of Japan
 450Z⁶ African Government and Politics
 455A³ Middle East in World Politics
 457B³ Mid-East Political Systems
 480Z⁶ Politics of Developing Areas

Sociology

- 421A³ Sociology of Economic Development
 562Z⁶ Topical Seminar in Capitalism and Underdevelopment in Africa and
 Latin America

Faculty

L. Evoy	Interdisciplinary Studies
S. Alvi	Economics
R. Duffy	Geography
H. Habib	Political Science
S. Hlophe	Sociology
G. McSheffrey	History
K. Oh	Political Science
D. Otchere	Economics
R. Porter	History
F. Stark	Political Science
J. Tresierra	Sociology

LIFE IN AFRICA TODAY

The African Studies Program at UConn, established in 1973, provides a comprehensive and interdisciplinary approach to the study of Africa. It offers a variety of courses, seminars, and research opportunities. The program is designed to provide students with a deep understanding of the continent's history, politics, and society. The program is also committed to promoting the study of Africa in the broader context of world affairs. The program is currently seeking applications for students interested in the study of Africa.

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Representatives

A. A. A.	Representative
B. B. B.	Representative
C. C. C.	Representative
D. D. D.	Representative
E. E. E.	Representative
F. F. F.	Representative
G. G. G.	Representative
H. H. H.	Representative
I. I. I.	Representative
J. J. J.	Representative

Courses

Interdisciplinary Studies

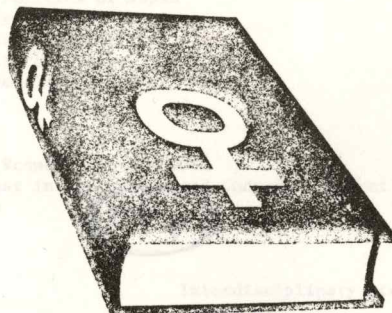
421A	History of Africa
421B	History of Africa
421C	History of Africa
421D	History of Africa
421E	History of Africa

Courses

History of Africa

History of Africa

History of Africa



MINOR IN WOMEN'S STUDIES

The Women's Studies Programme at Loyola, established in 1972, provides an opportunity for concentrated study about women in the context of history, art, literature, and society. Courses on women are offered in several of the disciplines. The interdisciplinary approach is elaborated further in the Third-Year Seminar in which students and faculty pursue special topics on women. The programme is intended to provide knowledge and understanding of women in the past and present and to expand students' appreciation of and sensitivity to women's problems, accomplishments and participation in history and society. Therefore, it offers a significant area of study for those pursuing liberal arts studies at Loyola, for students considering occupations and professions which concern themselves with women, and for other members of the Montreal community who wish to pursue this special interest.

The minor consists of a selection of 18 credits offered in the programme in consultation with the coordinator. In addition, the Third Year Interdisciplinary Seminar is required of all students. All courses are also open to students who are not taking the complete minor.

Representatives

A. Furlong	Interdisciplinary Studies
M. Baldwin	Chemistry
E. Cameron	English
S. Drysdale	Sociology
L. Sanders	Classics
M. Durley	Theology
J. Stoddart	History
G. Valaskakis	Communication Arts
K. Waters	English

Courses

Interdisciplinary Studies

321A/B ³	Women in Christianity
407A ³	Selected Topics in Women's Studies
409B ³	Selected Topics in Women's Studies
410Z ⁶	Women in Modern Society
540Z ⁶	Seminar in Women's Studies

Classics

386 ⁶	Women in Classical Antiquity
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History

416Z ⁶	The History of Women (since 1800)
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337A³ Women and Literature
337B³ Women and Literature

506Z⁶ Sociology of Women

540Z⁶ Seminar in Women's Studies (Required)

On students' participation. But this programme is meant to be effective for the professor's own good. The students would not make a choice they really want to not to be involved or organized or passing their own mental malice.

COMMITTEE ON THE STATUS OF WOMEN

COURSE OFFERINGS AND DESCRIPTIONS

1976-77

INTERDISCIPLINARY STUDIES 300Z (10 credits)MENTAL TECHNIQUES

Taught in 1974-75 by: Prof. B. Cavanaugh

Games supervision: Paul Gardocki

Group leaders: Students who have completed the programme

TYPE OF COURSE

This is a unique educational programme open to all students. It is both a training and educational programme. It trains students to think more efficiently than they do at their present level of competence. The training is closely supervised. And it educates students to perceive the basic principles which the various faculties and disciplines hold in common. This course should be considered as primarily oriented towards the student's own development and as complementary and supportive of the student's other programmes.

PREREQUISITES

No academic prerequisites. But this programme is meant to be effective for the student's own good. So, students should not take it unless they really intend to put in the effort required to develop their own mental abilities.

OBJECTIVES

The aim of the course is to foster actively the development of the individual student's level and quality of mental functioning. The students will be introduced to a range of mental techniques for the sake of increasing their competence in them. Some of the modules are intended to develop the student's private thinking skills, others develop the individual student's public or group thinking skills. The programme also sees that the students receive some basic introduction to all the disciplines taught at Loyola.

CONTENT

The lectures on theory present a comprehensive history and critical discussion of various theories of thinking. Both the philosophical and psychological aspects of thinking are covered. Various associated topics, such as consciousness, meditation, hypnosis are dealt with in the discussions and readings. The practical sections of the programme provide training in various techniques through group games, exercises, tapes, competitions, and other formats.

TEACHING METHODOLOGY

Five hours per week, Monday through Friday, every day at 1:00 p.m. in Hingston Hall 203. The students' time is divided up into lecture periods, lab sessions, and seminars with group leaders. The instruction is by lectures, workbooks, texts, games, tapes, visiting lecturers and various other suitable methodology. Scheduling may require one evening per week as a substitute for one of the day sessions. Supervision is individual, in small groups, by lab instructor and classroom teacher.

BIBLIOGRAPHY

Part of the lecture material will be in note form. There is no required text. Readings will be distributed in accord with the lectures. Required workbook: Creative Analysis by Upton and Samson. Urwin, 1967. Available at Loyola Bookstore.

EVALUATION

Evaluation is extensive. Pre- and post testing on a battery of evaluative tools by the Loyola Guidance Centre. Periodic assessment of accomplishment by computer print-out provides a guideline of progress. Individual assessment periodically by the group leaders adds to the information. And repeated supervision is offered by the programme director. The purpose of all this assessment is to give the student maximum opportunity to appreciate his/her own progress to a set of standards.

ADDITIONAL COMMENTS

The experience of the programme has indicated that students with certain needs or expectations especially benefit from this programme. Students who are heavily committed to a major find that this programme offers them the maximum opportunity to at least become aware of the work of the other disciplines. Since professors from each of the disciplines at Loyola lecture to the students, a wide range of exposure is given to the student. Another group of students who benefit from the structure of the programme are those who feel they need the moral support of small classes and a lot of social contact. The structure and format of the programme encourages socialization. Students who feel they have the ability and interest to follow individual studies but who do not have the opportunity to take classes in the area, find that the programme offers them opportunity and encouragement to pursue their interests. And students who feel that they would like to increase their ability to think more efficiently are usually quite satisfied when they learn that their general abilities improve significantly during the year's work.

In response to request, an effort will be made to provide some alternative and optional modules this year. It is hoped that this will facilitate problems of scheduling and conflicts of interest.

Because of the unusual character of the programme, serious consideration should be given before any decision to take this course. Please consult with the instructor or one of the staff, if there are any questions or problems.

INTERDISCIPLINARY STUDIES 304Z

AESTHETICS: AN INTERDISCIPLINARY APPROACH

Taught in 1974-75 by: Dr. E. J. Egan

Dr. Egan has taught Aesthetics along the general lines of this course ten years.

TYPE OF COURSE

Open to all students without prerequisite. Students should have some knowledge or serious interest in at least one or two of the following: painting and sculpture, music, film, literature.

OBJECTIVES AND CONTENT

The general goal of this course is to bring together areas of our experience commonly called aesthetic (chiefly the fine arts) with other areas of life, and to show their interrelationship and interdependence.

We examine the classical questions of the meaning of artistic style, the grounds of criticism and evaluation, the creative experience of the artist and the response of the viewer/hearer.

This kind of question, however, is placed in the very particular context of contemporary culture. What is arts "function" today? How might a fusion of aesthetic, moral and psychological insight bear upon cultural crisis and identity crisis? How does aesthetics in general (the "study or science of feeling" - Oxford English Dictionary), and art in particular relate to the problem of fusing emotion and intellect in man?

TEACHING METHODOLOGY

Lecture, question, discussion; slides and recordings; guest lecturers sometimes famous sometimes not. Museum and gallery hopping, etc.

BIBLIOGRAPHY

Central texts: Ben Shahn, The Shape of Content (especially recommended for preparatory reading), Susan Sontag, Against Interpretation, Ernst Fischer, The Necessity of Art. An extensive bibliography is provided.

EVALUATION

Proportions and priorities to be worked out. There is some sort of exam; the bulk of the evaluation will be of student papers and/or projects.

INTERDISCIPLINARY STUDIES 321A/B Cross-listed with Theology 321A/B

WOMEN IN CHRISTIANITY

"A study of the theological and historical roles of women in Christianity. The course will examine female prototypes and images of women in the Old and New Testaments, Fathers of the Church, canon law, mediaeval theology, the Reformation and modern theology. It will also treat the roles of prominent women in the history of Christianity."

The specific content of the course in 1976/77 will be:

A study of the theological and historical roles of women in Christianity. The course will examine the double current of female proto-types in Eve and Mary and explore images of women in the Old and New Testaments, Fathers of the Church, canon law, mediaeval theology, the Reformation, and modern theology. It will also treat the roles of prominent women in the history of Christianity: Mechtilde of Magdeburg, St. Catherine of Siena, Joan of Arc, St. Theresa of Avila, Mary Tudor, Jeanne-Françoise de Chantal, Mary Cary, Marie de l'Incarnation, Simone Weil and Dorothy Day.

INTERDISCIPLINARY STUDIES 324Z AND FRENCH 596Z

LITTÉRATURE COMPAREE-LITTÉRATURES CANADIENNES. Cours complet.

Taught last year by: Dr. L. Sugden (Evening Division)

Etude comparée des littératures canadiennes d'expression française et d'expression anglaise. Existe-t-il une seule littérature canadienne dans les deux langues ou, en réalité, y a-t-il deux littératures séparées au Canada?

OBJECTIFS

Cours destiné aux étudiants raisonnablement compétents dans les deux langues, français et anglais. Les étudiants faibles en français (écrit) peuvent faire leurs dissertations en anglais.

METHODE D'ENSEIGNEMENT

Discussion en classe, exposés oraux et dissertations.

70% travail de classe; 30% examen final.

3 heures par semaine, deux semestres.

Note

Students who are neither majoring nor honouring in French and whose knowledge of the French language is inadequate to enable them to write according to proper standards but sufficient to enable them to follow the course and take part in the discussions may register for a literature course and receive permission to write the assignments and examination in ENGLISH. The transcript will then bear "In English" after the course number. Should the student later on decide to major or honour in French, such a course will neither count as a French requirement nor as an elective if it has to be retaken as such.



INTERDISCIPLINARY STUDIES 326ZALIENATION IN ENGLISH AND FRENCH CANADIAN LITERATURE

Taught in 1975-76 by: Dr. E. Cameron

Taught in 1974-75 by: Dr. E. Cameron and Dr. A. Lauzière

TYPE OF COURSE

Full course for Arts students. Meets twice a week for 1 1/2 hours each class.

OBJECTIVES

To allow students to see simultaneously Canadian literature in English and French as they develop. Students with imperfect French or English can manage this course.

CONTENT

Poetry and Fiction in French and English (translations often available) from earliest material to the present.

TEACHING METHODOLOGY

One class per week on English Canadian Literature in English (Dr. Cameron); one class per week on French Canadian Literature in French (Dr. Lauzière). Occasional joint seminars to compare themes. At end of each term a day trip to the Lacolle Centre for discussion group.

BIBLIOGRAPHYCanadian Literature (English)1. Poetry:

Oxford Book: 1825-1880: derivative of 19th C. English poetry.

Pratt Birney: Eng. Can. aggression & Victorian progress.

Poetry of the 40's: Layton, Dudek, Scott, Smith, Klein: urbanization.

Modern Poetry: Contemporary Canada: Atwood, Purdy & Cohen.

2. Novel:

1852: Roughing it in the bush - S. Moodie

1912: Sunshine Sketches - S. Leacock

1941: As for me and my House - S. Ross

1945: Two Solitudes - H. MacLennan

1966: Beautiful Losers - L. Cohen

1967: Return of the Sphinx - H. MacLennan

1967: Place d'Armes - Scott Symons

1972: Surfacing - M. Atwood

Littérature du Québec (française):1. La poésie:

Classiques canadiens (Fides): le XIXe Siècle: bilan de conquête: le colonisé.

Le XXe Siècle: Desrochers & St. Denys Garneau: la crise.

Le XXe Siècle: Grandbois et Hébert: la conscience.

Le XXe Siècle: Miron, Chamberland, Brault et Vignault: révolte et appartenance.

2. Le roman:

Les Anciens Canadiens (1865) P. A. deGaspé

Jean Rivard le Défricheur (1862) G. Lajoie

Trente arpents (1938) Ringuets

Bonheur d'occasion (1947) G. Roy

Poussière sur la ville - Langevin

Le libraire -Bessette

Le couteau sur la table (1965) - Godbout

Une Saison dans la vie d'Emmanuel (1965) M. Blais

L'Amélanancier (1970) Ferron

EVALUATION

Essays, discussion, exam. All can be submitted in either language.



INTERDISCIPLINARY STUDIES 330ZENVIRONMENTAL STUDIES

Presented in the Evening Division ONLY

Coordinated by F. Knelman 1975-76.

Coordinated by R. H. Pallen, 1970-71 to 1974-75.

TYPE OF COURSE

Elective. A survey course to provide the student with a general background to the scientific, technical and social nature of the environmental issues, through an interdisciplinary approach.

PREREQUISITES

None.

OBJECTIVES

To provide insights into the nature of the environmental issue: the scientific, political, technical, economic and cultural aspects. With the views of industry, government and citizens groups expressing their conception of the problems and proposals for solution.

TEACHING METHODOLOGY

Guest speakers, who have expertise in the specific areas of concern, will present an in-depth treatment of various topics. Formal lectures will include any teaching aids devised by the guest lecturer and will include slides, films and demonstrations.

BIBLIOGRAPHY

No specific text. The student is encouraged to read the references available in the library.

EVALUATION

Term papers and/or projects with approval of the coordinator.

INTE 333 A/B ECONOMICS OF THE ENVIRONMENT

(Cross-listed ECON 333 A/B)

This course will be devoted to an examination of the economic aspects of current environmental problems. Topics will include: economy, ecology, and the environment; economic growth and the environment; the circular flow of economic activity and spaceship earth; private costs and social costs; market failure, externalities, and collective goods; fiscal instruments and pollution; an evaluation of federal and provincial policies.

Rationale

The analysis of problems relating to the environment must necessarily be couched in terms of costs and welfare economic principles, especially with respect to such matters as externalities, private and social costs, and the failure of the market to deal with environmental decay. These matters are not now covered in existing courses dealing with the environment. Thus, this course remedies a significant deficiency in the environmental course offerings.



INTERDISCIPLINARY STUDIES 336ZTHE TECHNOLOGICAL SOCIETYTYPE OF COURSE

A two-semester course open to all students. It is primarily a research-oriented seminar course in which characteristics of society today will be analyzed in terms of current theories regarding technology and social change.

OBJECTIVES

To familiarize the student with the characteristics of contemporary society which specifically relate to the large-scale application of technology. To develop the ability to look at a contemporary problem from a variety of disciplines.

CONTENT

The course will concentrate on four main areas:

- (1) What is technology? Science as technique. Organization as technique. Machines as technique. Social planning as technique. Technology and social change.
- (2) Historical Studies Agrarian Revolution, Medieval Technology and Feudalism, Industrial Revolution, Development of Economics.
- (3) Comparative Studies Technology under American capitalism and Soviet Communism, developed countries and "Third World" nations, national commitments to technological growth, multi-national corporations.
- (4) Problems of Technology Technological backlash (eg. pollution from industry), Doomsday theories, uncontrolled growth, alternative futures.

TEACHING METHODOLOGY

Although there will be lectures, this is primarily a seminar course. Certain books will be read by the entire class and discussed while others will be read by individuals who will present their ideas in class. The first semester will be devoted to developing an understanding of the basic concepts regarding technology and its social interactions. The central text will be Ellul's The Technological Society. The second semester will primarily consist of individual or small group research with presentations and discussion in class. Guest lecturers and seminar participants will be brought in at various times.

BIBLIOGRAPHY

F. H. Knelman
A. C. Clarke
J. Ellul
L. White, Jr.

R. Heilbroner
K. Galbraith
Meadows et al.

Tom Artin

Readings from the Periodical: Technology and Culture

1984 and All That
Profiles of the Future
The Technological Society
Medieval Technology and Social Change
The Worldly Philosophers
The New Industrial State
The Limits of Growth
Blueprint for Survival
Earth Talk: Independent Voices on the Environment



INTERDISCIPLINARY STUDIES 364ZSCIENTISTS AND THE STATE *Issues in Science and Politics*

Taught in 1975-76 by: M. Hogben

Taught in 1974-75 by: M. Hogben, L. Laszlo, and J. Crelinsten

TYPE OF COURSE

An interdisciplinary examination of the course of scientific development in relation to a specific aspect of the cultural milieu: political affairs. Individual case studies will be explored and compared in order to elucidate general principles.

OBJECTIVES

To show how political exigencies can markedly affect science:
To show how scientific developments can affect political history.
To dispel the myth of neutral science by examining the lives of some scientists who played important roles in politics.

CONTENT

The advent of two scientific concepts, Evolution and Atomic Energy, will be examined in detail. The course will be divided into three parts:

- (1) The advent of Darwinian Theory
- (2) The New Physics from 1900 to the present
- (3) The Current Soviet Dissent

The first two parts will comprise a history of science and intellectual climate of the time, a study of the basic scientific principles, and a look at specific related topics. The third part will examine the domination over research and teaching in science by political systems. In particular, the current dissent of Soviet scientists, eg. Z. Medvedev and A. Sakharov will be investigated.

TEACHING METHODOLOGY

This course will be a combination of lecture and seminar. There will be lecture and film presentation of the basic historical and scientific material. There will also be a lot of reading, and the students will not always be reading the same books. Written and/or oral presentations will give students an opportunity to present and discuss material in a seminar situation. Evaluation will be based on a combination of class participation, research projects, book reviews and short exams. There will be some individual choice in evaluation procedures.

BIBLIOGRAPHY

Darwin's Century
Tongues of Conscience
The Rise and Fall of
T. D. Lysenko

L. Eiseley
P. W. Reid

Z. Z. Medvedev



INTERDISCIPLINARY STUDIES 370Z

THREE QUARKS FOR MUSTER MARK, *A Dialogue Between Science and the Arts*

Taught in 1974-75 by: C. S. Kalman (Physics) and L. Rahm Hallett (English)
This is the third year for the course.

TYPE OF COURSE

An elective course tracing the interactions between science and the arts through western civilization. As the emphasis is on interaction, we encourage students from various disciplines. Although specialized skills from specific disciplines may play a part in any individual student's relation to and contribution to the course, no such specialized knowledge from any one area is mandatory.

PREREQUISITES

None.

OBJECTIVES

Primarily the course is concerned with exploring ways in which developments in science have influenced culture, and how scientists, in turn, have been influenced by their cultural milieu. The main emphasis will be on examples from physics and literature, but other sciences (e.g. astronomy, biology) and other "arts" (e.g. visual arts, music, popular culture) will also be considered. Aside from tracing some of these developments in their historical perspective, the course will attempt to encourage in students an ability to perceive and assess cultural interactions which should be of value to them in their respective fields of study.

CONTENT

The first half of the course will begin with Plato, and consider some of the philosophic, religious and scientific background for the rise of modern science in the late sixteenth and the seventeenth centuries ...a point at which science began to alter the prevailing world view, to suggest new criteria of "truth" and to establish itself as an independent discipline.

The second half of the course will consider the significance and influence of Newtonian and Darwinian determinism; the breakdown of determinism in the twentieth century; and some of the moral and social problems raised by contemporary science.

TEACHING METHODOLOGY

Three one-hour sessions per week. As much as possible, the course will be conducted seminar-style, with the reading assignments being used as focal points for discussion. Occasional lecturers will be given, and the latter part of the second term may be devoted to student presentations of their end-of-year projects.

SELECTED BIBLIOGRAPHY

Selections from I. Asimov, Nightfall
Selections from Plato, The Republic
A. Koestler, The Watershed (the life of Kepler)
Selections from Galileo, Two New Sciences
Shakespeare, The Tempest
Mary Shelley, Frankenstein
Thomas Hardy, Jude the Obscure
Jungk, Brighter than a Thousand Suns
F. Durrenmatt, The Physicists
B. Brecht, Galileo

EVALUATION

Grade will be based on several written assignments (probably two per term) with the major one being an end-of-year project.



INTERDISCIPLINARY STUDIES 372ZASTRONOMY, COSMOLOGY AND THE SPACE AGE (6 credits)TYPE OF COURSE

A two semester course open to all students. Although it deals descriptively with a specific science, namely astronomy, it is interdisciplinary in nature as it also uses the history and methodology of astronomy to examine such areas as the history of ideas, interaction between science and established beliefs, and methodology of science. Previous courses in science are not necessary.

OBJECTIVES

The aim of this course is to develop an appreciation of the universe as we understand it today, of the discoveries and ideas which have led to contemporary theories about it and techniques by which we describe it.

CONTENT

Topics covered will include: Motions of the sky; The Solar System; structure and evolution of the stars; galactic astronomy; radio astronomy; pulsars, quasars and "black holes"; cosmology; the historical development of ideas of the universe; history of the calendar; the search for, meaning and implications, of extra-terrestrial life. Lectures: 3 hours per week for two terms.

TEACHING METHOD

This is primarily a lecture course. However, there will be naked-eye observing assignments to familiarize students with the basic motions of the sky and primitive observing techniques. Various visual aids such as charts, planispheres and armillary spheres will be introduced in class where appropriate. Several visits to the Dow Planetarium will also be arranged. There are numerous audio-visual aids (slides, films, etc.) which will be used in conjunction with the lectures, the Loyola telescope, an 8" Schmidt-Cassegrain, will be available for demonstrations and student use.

INTERDISCIPLINARY STUDIES 382ZSEARCH FOR IDENTITY: PERSONAL AND NATIONALOBJECTIVES

The aim of this course is an examination of the philosophical foundations of the present crisis of identity. Recent discoveries in psychology and psychiatry will be used as a basis for the development of a philosophical theory of identity and a resulting programme for shaping identity. Special attention will be given to the issue of group identity and national identity, with particular reference to the context of Canada and Quebec.

CONTENT

Topics discussed include: the nature of the present crisis of identity; identity and personality; being and becoming of personality; identity and mental health; loss and retrieval of autonomy and authenticity; national identity and the challenge of nationalism; man in relation to his creative potential, his nation and the world community; Canadian identity; the role of Quebec in Canada and in positive transformation of civilization.

BIBLIOGRAPHY

Texts include readings from Allport, Bergson, Bergeron, Dabrowski, Eriksen, Frankl, Fromm, Laing, Levesque, Marx, Maslow, Reves, Trudeau.

INTERDISCIPLINARY STUDIES 390ZINTRODUCTION TO FUTURES STUDIES

Taught this year by: J. McGraw

Course was last offered in part during 1972-73 as Philosophy 309A and was taught by J. McGraw.

TYPE OF COURSE

Open to all students. A previous course in philosophy while not absolutely necessary is highly desirable. The course is interdisciplinary in that it involves disciplines within philosophy especially axiology (the nature and types of values), philosophical anthropology, and philosophy of education. It is multidisciplinary in that it considers political, psychological, sociological, ecological, and technological dimensions.

OBJECTIVES

The purpose of this course is to develop a reasoned awareness of alternative futures open to the person in his or her individual and social existence.

CONTENT

The course is approached from four perspectives: the futures as possible, as probable, as preferential, and as practicable. A considerable emphasis is placed on the study of the person as a responsible innovator and inventor of the future(s).

TEACHING METHOD

A lecture-seminar format will be customary but other methods such as teaching-learning assistants (tapes, films, etc.) will be employed.

BIBLIOGRAPHY

The Futurists (ed. A. Toffler) will be the basic textbook. Additional required texts will be decided upon when appropriate.

EVALUATION

This will be determined by the class as a whole.

ADDITIONAL COMMENTS

The success of this course depends to a considerable extent upon the diligence and creativeness of the participants and their willingness to make the course a cognitive and affective learning experience.

INTERDISCIPLINARY STUDIES 400 AND HISTORY 308ZTHE NATIVE PEOPLES OF CANADA

Taught last year: G. Valaskakis, Communication Arts

TYPE OF COURSE

A survey course open to all students.

PREREQUISITE

None.

OBJECTIVES

To gain an understanding of the Canadian Native experience, the course examines aspects of history, law, education, culture, etc. relating to the Indians and Eskimos of Canada, from the Native perspective.

TEACHING METHODOLOGY

One two and a half hour lecture and discussion per week. The course is built around a series of invited lecturers, Native and non-Native, who speak on topics related to their special interest.

BIBLIOGRAPHY

Walsh, Indians in Transition
Valentine and Vallee, Eskimo in the Canadian Arctic
M. Nagler, Perspectives on the North American Indians

EVALUATION

One term project due March 15, 1976. This may take the form of a research or fieldwork paper, media project, curriculum unit, or any other agreed upon proposal. This project comprises 2/3 of the course mark.

One essay exam to be written at the end of the term in the classroom. This final exam will determine 1/3 of the course mark.



INTERDISCIPLINARY STUDIES 410ZSOCIAL CHANGE: WOMEN IN MODERN SOCIETY

Taught last year by: A. Furlong (Evening Division)

TYPE OF COURSE

Part of the programme for those pursuing a minor in Women's Studies but an elective course open to other students as well.

PREREQUISITES

Some background in psychology of sociology would be preferable, but no formal prerequisites are necessary.

OBJECTIVES

To study the sex-roles in society, the biological, social, and historical reasons for them. How women's role has been linked to family structure, to her reproductive function, and to social change.

CONTENT

A review of major theories in several disciplines which attempt to explain the sex-roles, as well as a look at concrete research into sex differences and behavior.

TEACHING METHODOLOGY

Lecture course. Two term papers and four exams.

SELECTED BIBLIOGRAPHY

Frederick Engels	<u>The Origin of the Family, Private Property and the State</u>
Margaret Mead	<u>Sex and Temperment</u>
Juliet Mitchell	<u>Psychoanalysis and Feminism</u>
John Money & Anke Erhardt	<u>Man and Woman, Boy and Girl</u>
Alfred Kinsey et al.	<u>Sexual Behavior in the Human Female</u>
Thorsten Veblen	<u>The Theory of the Leisure Class</u>

INTERDISCIPLINARY STUDIES 450ZTHIRD WORLD STUDIES SEMINAR

Taught in 1975-76 by: L. Evoy

TYPE OF COURSE

Seminar course.

PREREQUISITES

Open to all students beyond first year.

OBJECTIVES

This course deals with one or other of the special aspects of the Third World programme.

CONTENT

Specific content will depend upon the background and interests of the professor.



INTERDISCIPLINARY STUDIES 460ZSCIENCE AND CULTURAL CRISIS

Taught in 1975-76 by: J. Crelinsten (Interdisciplinary Studies)
 Taught in 1974-75 by: M. Hogben (Chemistry/I.D.S.) and D. O'Connor (Philosophy)

TYPE OF COURSE

It is an integral part of the course of studies for Interdisciplinary Studies students who are taking the "Social Responsibility in Science" minor.

PREREQUISITES

There are no formal prerequisites. Post secondary courses in science are desirable but not necessary.

OBJECTIVES

Gaining factual knowledge: enough chemistry, genetics and information theory to begin to see the problems caused by recent past and recent future scientific discoveries.
 Gaining historical perspective: concerning the rise of modern science and its impact on technology, education, and culture generally.
 Developing analytical and evaluating skills: focusing chiefly on these themes - (1) Objectivity (2) Man's Place in Nature (3) Man's Control Over his Own Evolution (4) Privacy and the Public Order

TEACHING METHODOLOGY

Three hours per week. There will be lectures and guest lecturers; group discussions; reports on individual projects carried out by students.

BIBLIOGRAPHY

Readings on "Objectivity" from Maslow, Polanyi
 T. Roszak, Making of the Counter Culture
 G. Leach, The Biocrats
 P. Handler (ed.), Biology and the Future of Man
 A. Rosenfeld, Second Genesis
 R. Roelofs (ed.), Environment and Society
 D. Meadow, Limits to Growth
 J. Ellul, The Technological Society
 Government Report, Privacy and the Computer
 I. Illich, Tools for Conviviality
 plus elementary science texts in Chemistry, Biochemistry, Ecology

SELECTED TOPICS COURSES

These courses focus their attention on one or more aspects of the particular programme, eg. Social Responsibility in Science. The theme and methodology chosen will depend upon the background and interests of the instructor. Students are advised to consult the Interdisciplinary Studies Centre before registering in order to be sure of the title of the course in any one session. Lectures are three hours per week for one semester. (3 credits)

- INTE 407A/409B Selected Topics in Women's Studies
- INTE 411A/413B Selected Topics in Canadian Studies
- INTE 421A/423B Selected Topics in Medieval Studies
- INTE 431A/433B Selected Topics in Environmental Studies
- INTE 451A/453B Selected Topics in Third World Studies
- INTE 461A/463B Selected Topics in Social Responsibility in Science
- INTE 491A/493B Selected Topics in Interdisciplinary Studies
- INTE 591A/593B Advanced Topics in Interdisciplinary Studies

All Courses in Interdisciplinary Studies at the 500 Level

INTE 511A, 513B, 520Z, 540Z, 550Z, 560Z.

These courses are all seminars in which the content will depend in part upon the background of the professor and in part upon the programme of the student already taken.

They are all taken in the final year of an interdisciplinary programme although they may be taken by students outside this programme by permission of the professor.

INTERDISCIPLINARY STUDIES 511A

CANADIAN STUDIES SEMINAR

Taught in 1975-76 by: P. Holland (English) and N. Islam (Economics)
Taught in 1974-75 by: S. Olsen (McGill) and D. Glenday (Sociology)

TYPE OF COURSE

A half-course for fourth year Arts students (or by permission of Coordinator of Canadian Studies programme). Meets once a week for two-hour seminar.

OBJECTIVES

Interdisciplinary course aimed to develop original research skills of advanced students.

CONTENT (1974-75)

Geographical and sociological texts on Montreal will be used along with some field work.

TEACHING METHODOLOGY

Classes will be arranged by the two instructors so as to explore Montreal from these two points of view. Students will be sent out to do original research on the geography and sociology of Montreal.

BIBLIOGRAPHY

To be announced.

EVALUATION

Reports on research -- Discussion in Seminar.



INTERDISCIPLINARY STUDIES 513B

CANADIAN STUDIES SEMINAR

Taught in 1975-76 by: F. Stark (Political Science) and N. Corbeil

Taught in 1974-75 by: G. Decarie (History) and M. Dagg (English)

TYPE OF COURSE

Second half of Interdisciplinary Studies 511A. Same format.

OBJECTIVES

See INTE 511A.

CONTENT (1974-75)

A general study of the history of the Indians (G. Decarie) and the literature of the Indians (M. Dagg). Also contemporary views on the subject.

TEACHING METHODOLOGY

See INTE 511A.

BIBLIOGRAPHY

To be announced.

EVALUATION

To be announced.

